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AUTHOR Sorenson, Sharon
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ABSTRACT

This collection of 34 lessons offers practical suggestions for addressing the needs of special students in the English/language arts classroom at both the elementary and secondary levels. Concentration is primarily on students with learning disabilities or limited English proficiency. The collection includes an activities chart which indicates the focus and types of activities, including: classroom organization, community involvement, computer assisted instruction, collaborative learning, graphic organizers, reading skills, student evaluation, and writing instruction. A 21-item annotated bibliography of resources in the ERIC database is attached. (RS)

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Working with Special Students in English/Language Arts

Sharon Sorenson

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TRIED is an acronym for Teaching Resources in the ERIC Database.

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Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the education field. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume—how do we begin to sort out the bits and pieces that are interesting and useful to us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to use the citations to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, the ERIC Clearinghouse on Reading and Communication Skills is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve as a guide or introduction to, or reacquaintance with, the ERIC system and the wealth of material available in this information age.

Carl B. Smith, Director

ERIC Clearinghouse on
Reading and Communication Skills

USER'S GUIDE for
Working with Special Students in English/Language Arts
TRIED

These lessons offer practical suggestions for addressing the needs of special students in the English/language arts classroom at both the elementary and secondary levels, primarily students with learning disabilities or limited English proficiency. Although the needs of individual students may vary significantly, the strategies and guidelines presented in this TRIED volume are useful for helping students with special problems in developing language arts skills.

An "Activities Chart" (pages vi-vii) indicates the focus and types of activities (such as collaborative learning, community involvement, student evaluation, etc.) found in the various lessons. An annotated bibliography at the end of the book contains references to additional lessons as well as to resources for teaching English-as-a-second-language (ESL) and learning-disabled (LD) students in the English/language arts classroom.

These lessons offer practical ideas that have been gathered from their original sources in the ERIC database. The ED numbers for sources listed in *Resources in Education* are included to enable you to go directly to microfiche collections for the complete lesson, or to order the complete document from the ERIC Document Reproduction Service (EDRS). The citations of journal articles are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. For more ordering information, see the Annotated Bibliography of Related Resources in the ERIC Database (page 66).

These lessons have been revised from their source into a consistent format for your convenience. Each lesson includes the following sections:

Brief Description

Objective

Procedures

Personal Observation

Although the lessons are addressed to you, the teacher, many times the TRIED text addresses the students directly. These student directions are indicated with a "•" (bullet). Address these remarks to your students throughout the lesson, if you so choose.

You know your students better than anyone else. Adapt these lessons to the ability levels represented in your classroom. Some of the lessons were specifically written for certain grade levels but easily can be modified. Consider these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, modify them, and trust your students to respond with enthusiasm.

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Activities Chart

	Class Organization	Collaborative Learning	Community Involvement	Computer-Assisted Instruction	Content Areas	Elementary Education	Graphic Organizers	Instructional Adaptation	Learning Strategies	Listening Skills	Oral Language Skills	Reading Skills	Secondary Education	Student Evaluation	Teacher Guides	Vocabulary Instruction	Whole Language Approach	Writing Instruction
Students in Regular Class (p. 2)	X					X		X					X		X			
Materials for LD/ESL (p. 3)	X					X		X							X			
Accommodate LD Sts. (p. 5)	X					X		X					X		X			
Whole Language & ESL (p. 7)						X					X	X					X	X
Field Trips (p. 9)			X		X							X	X			X		
Local Conditions (p. 11)			X							X	X		X				X	X
Composing & Computers (p. 13)		X		X		X		X					X		X			X
Helping ESL Students Write (p. 15)		X		X									X		X			X
Teaching LD Students (p. 16)				X		X		X					X		X			X
ESL Language Experience (p. 18)				X											X		X	X
Help with Writing Problems (p. 20)				X		X							X		X			X
Thematic Approach (p. 21)		X			X						X		X				X	
Cooperative Learning (p. 22)	X	X				X			X				X			X		
Students Help Themselves (p. 24)		X				X						X				X		
5 Graphic Organizers (p. 26)					X	X	X						X					X
Flow Charts (p. 30)					X	X	X		X				X					
Outlining (p. 32)					X		X											X

Activities Chart (continued)

	Class Organization	Collaborative Learning	Community Involvement	Computer-Assisted Instruction	Content Areas	Elementary Education	Graphic Organizers	Instructional Adaptation	Learning Strategies	Listening Skills	Oral Language Skills	Reading Skills	Secondary Education	Student Evaluation	Teacher Guides	Vocabulary Instruction	Whole Language Approach	Writing Instruction
Meeting Student Needs (p. 34)						X		X			X						X	
Instructional Presentation (p. 36)						X		X			X	X	X		X			X
Mastery Learning (p. 38)								X	X			X		X				
Comprehensible Input (p. 40)						X				X	X							
Learning Efficiency (p. 42)					X	X			X				X					
Two Study Aids (p. 44)					X	X			X			X	X					
Bilingual Education (p. 46)						X				X	X	X			X			
Previewing/Surveying (p. 48)					X	X			X			X	X					
English Lang. Development (p. 50)					X	X						X				X		
Whole Word Approach (p. 52)						X			X			X	X			X		
Adjusting Evaluation (p. 54)						X								X	X			
Student Contracts (p. 56)						X							X	X	X			
Vocabulary Instruction (p. 57)									X				X			X		
Storytelling (p. 59)						X					X							X
Teaching Punctuation (p. 60)						X							X					X
Structural Approach (p. 62)		X											X					X
Concept of Audience (p. 64)		X									X		X					X

Working with Special Students in English/Language Arts

Classroom Organization

Special Students in the Regular Classroom

Source

ED 283 206

Wilson, Edward, ed. *The Special Student.* Texas Joint Council of Teachers of English, Houston, TX. 1987. 43 pp.

Personal Observation

The limited-English-proficient student can be a significant asset to the classroom. He or she can teach all of us—students and teachers alike—as much as we are willing to absorb. You can help these students feel special (as opposed to "different") by adapting your classroom environment and instructional techniques as suggested here.

Brief Description

ESL students are easily recognized; statistics suggest, however, that as many as four or more out of every ten students may have some learning disability. Most often the disability is dyslexia, dysgraphia, or dyscalculia. For countless reasons these students are not identified as LD, hence they struggle in basic, regular, and honors English classes in all grades. You can adapt the following ideas during any instructional time to meet the needs of both ESL and LD students.

Objective

To meet the needs of special students, both ESL and LD, in the regular language arts classroom.

Procedures

Help the student feel comfortable and part of the class. Include him or her in various activities—handing out papers, collecting books, erasing the board, straightening shelves.

Read books and poems aloud, especially those that use repetitive language and ample illustrations to extend meaning.

Read about themes that relate to the special student's background and experiences. These topics will help build meaning and language experience and foster the student's sense of self-worth.

Pair the ESL student with another student, perhaps another bilingual student who can understand and speak English. Then separate them as soon as the new ESL student begins to understand better, thus avoiding dependency.

Share everyday words from the ESL student's language. Make a list of these words and post them in your classroom. The list can be a focus of interest for cross-cultural discussions.

Encourage the student to participate in creative writing by using his or her own language. He or she can explain it during a teacher-student conference using pictures or pantomime.

Materials to Help LD and ESL Students

Brief Description

Certain items in the classroom environment can help LD and ESL students begin and continue working. Special students need constant reminders, ready resources, and regular nudges. The following items, posted in the classroom and included as part of regular instruction, will help.

Objective

To prepare materials for the classroom that will aid LD and ESL students in starting and completing assignments.

Procedures

In the language arts classroom, students who have special reading/spelling problems frequently fail to utilize or practice their skills in an incidental manner. For instance, they may not read cereal boxes, billboards, TV captions, magazine ads, etc. To compensate, use the following suggestions in your classroom, not as part of the scenery but as part of instruction:

1. Post both manuscript and cursive alphabets. Even secondary students with learning problems frequently need this cue.
2. Post vowel charts. Use words appropriate for the students' ages.
3. Emphasize the concept of calendar and season. Use posters with seasonal language, refer regularly to the calendar, and use a clock with movable parts. Consider these specifics:

   Strive to develop language in conjunction with seasonal charts. For instance, ask students to create lists of seasonal words. Post months in seasonal groupings. Include both the complete spelling and abbreviations for months and days of the week. Use the lists for writing assignments—sentences, paragraphs, or longer papers.

   Each day, begin with the calendar. Have students recite the full date. Expand with sentences like "Yesterday was ____ . Tomorrow will be ____ ." Talk about last week, next week, last month, next month.

Source

School, Beverly A.; Cooper, Arlene. "Incidental and Accidental Learning—Use Them!" *Academic Therapy*, v18 n5 May 1983, pp. 483-491.

Personal Observation

The constant repetition of basic skills is essential for LD and ESL students. Students who can be trained to find the resources they need—the reference to today's date, an example of a noun, the definition of a word—can expand their horizons. Teaching students to become independent may be one of the most important skills you can teach, and the reference-ready classroom environment goes a long way toward that goal.

On the clock, post signs reading 5, 10, 15, etc. Have students practice reading the time. Use "before" and "after" posters on each side of the clock. Remove the posters when students have mastered the concept.

4. Require headings on papers: name, date, subject. Post a sample. Keep the date written on the chalkboard.
5. When you are ready to teach parts of speech, use a wall chart or posters to illustrate. In the primary grades, use pictures to illustrate nouns and verbs; in the upper levels, use representative words.
6. Expand vocabulary by posting "Words of the Week." They may come from textbooks, television, newspapers, or seasonal commentary. Include a contest for the most frequent use of the words in writing or conversation.
7. Post an ongoing list of names and addresses. They may include pen pals, free offers, or famous people. Encourage students to write and share responses with the class.

Comments/Notes:

Classroom Organization

Accommodating LD Students

Brief Description

Some simple, logical alterations in classroom instruction and materials can accommodate LD students' special needs.

Objective

To adapt classroom instruction and materials to accommodate LD students' needs.

Procedures

Use the following suggestions to provide accommodations for the LD student mainstreamed into the language arts classroom.

1. Explain the textbook format at the beginning of the course.
2. Provide a list of materials needed for the course.
3. Establish a daily routine, and explain any changes in the routine.
4. As part of the daily routine, maintain structure—concrete, developmental procedures.
5. Use study guides, diagrams, and other visual aids.
6. Provide clear copies of worksheets, handouts, etc. Use an uncluttered format.
7. Use an outline for lectures, and complement lectures with added explanations.
8. Write key points on the board or overhead projector.
9. Teach in small, sequential steps.
10. Use clues or hints, reminders, and techniques for remembering key points or key words.
11. Use samples of finished products as models. Likewise, provide examples on worksheets.
12. Encourage the use of a notebook with dividers for subject organization.
13. Teach abbreviations germane to the specific course.

Source

ED 278 186

General Education Modifications for Students with Learning Disabilities, Grades 7-12: Project Report. Bureau of Special Education, Iowa State Department of Education, Des Moines, IA. 1986. 135 pp.

Personal Observation

Most of the adaptations listed here require little or no extra time. Most simply remind teachers to be aware of LD students' special needs. And all are obviously good teaching techniques that many teachers use on a regular basis.

14. Clarify criteria and format when giving written assignments.
15. Ask students to "double space" by writing on alternate lines of their lined paper when writing a draft; this leaves room for editing.
16. Have frequent review, and summarize key points. Allow for questions at each summary point.
17. Use concise directions, and give the directions in both oral and written form.
18. State the purpose for reading when giving reading assignments.
19. Teach the use of context clues.
20. Orally emphasize key words.
21. Talk slowly, and vary voice, tone, and pitch.
22. List steps necessary to complete an assignment. For long-term assignments, also provide a time frame.
23. Teach the SQ3R process—survey, question, read, recite, and review (see pp. 44-47 for more information).
24. Allow some written assignments to be done as group projects.
25. Provide work time in class, and supervise progress.
26. Provide immediate feedback when possible.
27. Ask students to keep a log or personal journal.
28. Use peer students to take notes and share and/or compare with notes of LD students.

Comments/Notes:

Communication Skills

Whole Language and ESL Instruction

Brief Description

Since reading can be learned from writing, and writing from reading, all communication skills should be combined in a teaching approach called Whole Language. The Whole Language approach includes these principles:

1. Much of the content of instruction comes from the student's own language and experience.
2. Aspects of language are learned from a "Whole" Language perspective rather than as isolated parts.
3. Active learning strategies are applied to teach all communication skills: reading, writing, speaking, and listening.
4. Students are taught to enjoy and appreciate the written works of others by writing and sharing with others their own cultural experiences and by practicing oral language as they read their written products aloud.

Source

ED 301 372

Reyhner, Jon, ed. *Teaching the Indian Child. A Bilingual/ Multicultural Approach.* 2nd Edition. School of Education, Eastern Montana College, Billings, MT. 1988. 331 pp.

Objective

To employ whole language techniques in ESL instruction; to have students write language experience stories; to bring familiar language to the classroom; to teach reading strategies (decoding, comprehending, and critical thinking activities); to have students read to themselves for enjoyment and to share literature; to have students write every day to practice oral language.

Procedures

Choose a theme about which students can talk, write, and read. For instance, depending on the ages of the students, you may choose "pets" as your theme. Then include the following Whole Language activities.

Practicing Oral Language

Have students tell about their pets, perhaps describing, telling something funny, sharing something sad.

Personal Observation

Two underlying educational principles are integral parts of the Whole Language activities suggested here. First, the importance of culturally relevant materials enhances student self-image and promotes cross-cultural understanding. Second, the emphasis on collaborative activities assumes an understanding of the effective use of grouping.

Reading to Students

Read a poem, story, or book about a pet. Choose a literary selection appropriate to your students' ages, and culturally relevant for your class.

Teaching Reading Strategies

Select words from the literary selection for vocabulary study. Help students learn to apply word attack skills.

Writing for Language Experience

Have students summarize the literary selection in their own words. This may be a collaborative activity or class project.

Reading by Students

Ask students to bring in a poem, story, article, or essay about a pet. Ask them to read the selection aloud to their peers. Encourage students to choose culturally relevant selections.

Sharing Literature

After students read selections, ask others to summarize selections they have read and enjoyed about a similar theme.

Bringing Familiar Language to the Classroom

Have students tell about pet foods or pet food commercials they have seen. Write and discuss the words in brand names or commercials.

Writing Every Day

Have students write papers about "Why Pets are Important." Also, have students write in their journals every day. You may choose to provide controlled writing as part of the thematic unit.

Comments/Notes:

Community Involvement

Field Trips Aid Language Instruction

Source

ED 291 246

Pierce, Lorraine Valdez, ed. *Language and Content-Area Instruction for Secondary LEP Students with Limited Formal Schooling: Language Arts and Social Studies. Teacher Resource Guide Series, Number 3.* National Clearinghouse for Bilingual Education, Wheaton, MD. 1987. 27 pp.

Brief Description

Field trips for nonliterate and semiliterate students with limited English proficiency (LEP) focus on techniques for integrating language arts and social studies instruction. The learning activities are designed to promote language use.

Objective

To generate common experiences that can serve as a basis for meaningful language use, both oral and written; to provide valuable cultural orientation and survival skills.

Procedures

Prior to a field trip into the community, explain to students what they will see and do. Go over specific vocabulary with them. Explain procedures. Make them comfortable in what will probably be a strange (i.e., foreign) situation.

After the field trip, have students dictate a story about their experience. Write the dictated story on the chalkboard, on an overhead transparency, or on a large-screen computer monitor.

Have students read the story aloud, singly and in unison.

Use the story text for vocabulary study, for spelling lists, illustrations, copy work, oral reading, and sentence study.

Suggested Field Trips

1. *Library*

   Students can apply for and receive library cards, practice library procedures, and be introduced to the appropriate sections of the library. Follow-up activities: practice vocabulary, write thank-you notes to the librarian, check a map for the nearest branch, write an experience story, label a picture of a library.

2. *Grocery Store*

   Students can locate different kinds of food, study categories and classification, read prices, and ask for and follow directions to locate a specific item. Follow-up activities: role play by asking for locations of various items, tape-record dialogues and play back

Personal Observation

Recognition of necessary survival skills for LEP students helps you address their dual need: the need to be able to understand, speak, and read English; and the need to be able to find their way around in everyday life. Field trips to relevant community resources address that dual need.

to evaluate, make a map of different routes to the store, locate store hours, and practice reading prices.

3. *Post Office*

   Students can ask for and purchase stamps and determine the cost of a first-class stamp or an airmail stamp to their own countries. Follow-up activities: practice addressing envelopes, and explain and practice the use of change-of-address forms.

4. *Fast-Food Restaurant*

   Students can identify various items on the menu, order at the counter, read the menu, and tell the price of food items. Follow-up activities: take a behind-the-scene tour of the restaurant, use a transparency of a sample menu and role play ordering and paying for a meal, and write a paragraph on "What I had for lunch."

5. *Other Ideas*

bank	hospital
park	planetarium
newspaper office	shopping center
art museum	history museum
factory	bakery

Comments/Notes:

Community Involvement

Local, Cultural, Socioeconomic Conditions

Brief Description

Teachers should be students of human nature, acutely aware of the world outside the immediate classroom. To teach effectively in the community, use professional techniques and materials suggested by local, cultural, and socioeconomic conditions.

Objective

To incorporate parent and neighbor involvement to enhance local and cultural values; to use this involvement as a springboard for a variety of language arts activities and skills instruction.

Procedures

Involve parents in your classroom. Their active involvement increases student achievement and the quality of education. Their involvement encourages other parental involvement and creates a link with the community, helping to provide more support for schools. In short, parents can make the biggest difference in positive changes in the child and the school. The following are some specific suggestions to encourage parent involvement.

Have students interview their parents and families about family stories. During class discussion, suggest a variety of interview questions:

- Where did your parents grow up?
- What was the hardest part of growing up there?
- What kinds of work were they expected to do?
- How was their life different from yours?
- What was school like there?
- Who were their neighbors?
- What were they like?

Ask students to bring in family stories and share them with the class. Help students focus on cultural differences, not by way of judgment but by way of understanding.

Source

ED 286 168

Levine, Sally F. *Using a Multicultural Language Arts Program Involving School, Home, and Community to Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.* 1987. 184 pp.

Personal Observation

Eliot Wigginton's *Foxfire* books are probably the finest example of cultural impact on the classroom. Although his students were neither LD nor ESL, the traditional language arts curriculum had little relevance to his students. To make the curriculum relevant, he first brought the community to the classroom, and then he took the classroom to the community. He put Rabun County, Georgia, on the map, and he put his students into realistic situations in which the successful use of language arts skills means successful communication with—literally—the world. We can all learn from his successes.

Prepare them to listen to speakers. Help them learn how to question speakers. Teach your students interviewing techniques and note-taking.

Show them how to use maps to grasp the terrain of a story.

Invite family members to tell their stories: growing up in Poland, working on a farm in the South, hiking the Rocky Mountains, struggling through the Great Depression. Suggest to speakers that they limit their talks to a half hour and that they share their native language with the class. Any costumes, flags, or musical instruments will add interest.

Invite ESL students from other classes to participate either as speakers or listeners.

Prepare to generate follow-up language arts activities. Use brainstorming techniques, information gathering, journal writing, and story writing. Use story writing as a stepping stone for developing booklets that students can share with their families.

Other activities can be a natural outgrowth from the speaker's presentation: arts, music, history, religion.

Consider these possible sources for speakers:

parents of ESL students

district ESL teachers who can provide names of parents, translators, friends

Nationalities Service Center

parents of incoming kindergarten students

school faculty member, secretary, nurse, custodian, aide

Computer-Assisted Instruction

Guidelines for Composing at the Computer

Brief Description

Certain instructional guidelines will help LD students compose more comfortably and effectively at the computer.

Objective

To help LD students feel comfortable when composing at the computer; to help LD students overcome the mechanical complexities of working with word processing; to assure successful instructional activities for LD students.

Procedures

Before you begin working with learning-disabled students in the classroom, consider the following guidelines drawn from two years of research on word processing. Use these guidelines as you create your own activities.

1. Identify writing strengths and problems before you have students work on the word processor. The students' individual strengths and weaknesses will dictate how you might use word processing with them.
2. Teach your students machine skills at the beginning. Students need to use both hands on the keyboard, the left hand for the left side of the keyboard and the right hand for the right side of the keyboard.
3. Have students use the word processor for composing. The revision/editing features make the computer an appealing composing tool for LD students.
4. If your students are new to word processing, provide them alternatives to revising on the computer. Pair an "author" with a "typist," or work with the student yourself, letting the student take the author role while you act as typist.
5. Save editing for last. Suggest that students insert an asterisk (*) by an uncertain word or phrase and come back to it later.
6. Respect students' need for control over the content of their writing. Remember that their ongoing composing process is highly visible on the screen, a more public activity than most are accustomed to experiencing. That very visibility, however, gives

Source

ED 296 492

Morocco, Catherine Cobb, and others. *Teachers, Children and the Magical Writing Machine: Instructional Contexts for Word Processing with Learning Disabled Children. Final Report, and "I Know What to Say!" Writing Activities for the Magical Machine.* Education Development Center, Inc., Newton, MA. 1987. 202 pp.

you opportunities to reinforce and appreciate the student's writing process.

7. Time your interventions according to the students' stages in the writing cycle: how they write, what they write, and the rules for correct and effective writing. Focus on "how" during any new stage: generating ideas, planning, reviewing, revising, editing. Focus on "what" when students begin to generate their own ideas. Focus on "correct" at the final editing stage.

Personal Observation

Because writing at the computer is more "visible" than other means of composing, LD students may be reluctant to compose at the keyboard. Using these guidelines, however, will ease them into an activity to which most respond well. Because illegible handwriting is no longer a factor, because revising is no longer a painstaking recopying procedure, and because collaborative learning can be part of the instructional technique, instruction in the LD classroom can benefit from computer technology.

Comments/Notes:

Computer-Assisted Instruction

Helping ESL Students Learn to Write

Brief Description

The word processor has the capacity to engage students for whom English is a second language. They are motivated to write more, an important accomplishment since writing is learned by writing, by reading, and by perceiving oneself as a writer.

Objective

To help ESL students write for effective communication; to help them work with verb forms; to help them recognize the paragraph as a unit in a composition.

Procedures

Activity 1

Pair students at a computer to compose and print out a short text. Ask each pair to submit a final copy of text completed during the class for your comments and reactions.

When students return to class, give them time to revise and proofread. Ask for a final copy.

Peer-editing activities will help fellow ESL students recognize usage problems common to ESL speakers.

Activity 2

To help students understand the differences among verb forms, input a paragraph citing each verb in brackets:

> It [sink] quickly to the bottom of the sea even before it [attack] by the French.

Ask students to work in pairs to enter the correct verb form. If students do not agree, they must discuss and resolve the point on which they disagree. The discussion helps ESL students unravel the complexities of the language.

Source

Piper, Alison. "Helping Learners to Write: A Role for the Word Processor," *ELT Journal*, v41 n2 Apr 1987, pp. 119-125.

Personal Observation

Using collaborative learning activities with ESL students helps them learn as they struggle together toward a common goal. The word processor serves as a nonjudgmental means for jointly examining alternatives and looking at words, phrases, sentences, and paragraphs in a new language. Thus, they not only think about their writing but also they talk about it as well—activities that inspire concentration.

Computer-Assisted Instruction

Teaching the Learning Disabled

Source

ED 262 408

Walshe, R. D., ed. "Writing Teaching and the Word Processor." Primary English Teaching Association, Rozelle, Australia. 1984. 10 pp.

Brief Description

Based on the idea that one can write anything one can think and say, using word processors eases the way toward teaching learning-disabled students both to write and to read. After all, students can read what they themselves write!

Objective

To free LD students from the negative self-image reinforced by their inability to read well; to encourage LD students to read their own writing; to provide opportunities for LD students to produce a professional-looking piece of writing.

Procedures

With the word-processing software already booted up, help LD students learn the basics: how to move the cursor, how to erase, how to insert.

Allow students ample time to compose. Their writing will probably include idiosyncratic spelling and punctuation, and it may be irregular.

Have students read their work aloud during an individual conference. Ask questions; ask students to say orally what they want to say in writing; resist criticizing or pointing out negatives—some mistakes are self-correcting as the process goes along.

Show students how to use the spell-checker file. Provide the opportunity for students to develop and/or expand personal word lists. Use of the spell checker allows students to find spelling errors and correct them without leaving the telltale signs of cross-outs and erasures and without having to engage in laborious recopying.

When students feel comfortable with what they have written (maybe after several hours'—or even several days'—work), print a final copy. They will be thrilled with the professional appearance of their work.

Ask students to share their writing with the rest of the class.

Personal Observation

A major contribution of the computer as word processor seems to be that of overcoming negative self-image problems. With LD students, the word processor offers not only an individualized learning approach but also positive personal reinforcement. How? Many ways: separating poor handwriting from poor writing, setting up a write-to-read approach for frustrated readers, and offering a quick and easy way to "fix" writing for traditionally very poor writers. And finally, the word processor provides a vital tool that helps LD students feel at one with their peers. In a very practical sense, building personal self-esteem is more important than building writing skills. Wouldn't it be terrific to do both at once!

Comments/Notes:

Computer-Assisted Instruction

Advanced ESL Language Experience

Source

ED 268 525

Dunbar, Shirley. "CAI and English Composition for the Multi-Cultural/Lingual Student." Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College, 1985. 8 pp.

Brief Description

After ESL students have mastered the essential survival skills, the following teaching method will significantly improve their writing skills. Computer-assisted instruction (CAI) can teach students to enjoy writing, and deals most effectively with the tedious process of rewriting and editing.

Objective

To improve students' writing with computer-assisted instruction.

Procedures

Note: This lesson is based on the assumption that you have access to a computer and a word-processing program, either in your classroom or in a school computer lab.

Require each student to purchase his or her own floppy disk.

If your students are not familiar with the computers in your school, spend the first two to four weeks teaching them to use the hardware and software. Then, have students begin the task of writing their own material.

Supplement the writing work by requiring students to spend about one-third of their computer time using developmental software. Developmental software is designated as that designed to improve students' grammar, mechanics, and usage skills; improve vocabulary; or develop reading skills.

Every three or four weeks, test students on what is being taught in the developmental software. The purpose of this test is merely to provide an incentive for paying attention to the task at hand.

Every six weeks and at the end of the semester, collect and grade students' disks. Make editing comments directly on each student's disk. Likewise, enter the grade directly on the disk. Allow students the option of accepting the given grade or of revising or correcting the work for an improved grade.

Only at the end of the year do students need to use a printer for a complete printout of their work. They may, of course, wish to print out papers after completion, if a printer is available.

Personal Observation

To work successfully with this technique, you must be comfortable with the computer and accompanying software. Without adequate computer facilities, appropriate software, and ample computer time available for students, however, the approach is doomed. On the other hand, by using the computer disk for evaluative comments and grades, thus virtually eliminating the need for a printer, the approach does economize both time and financial resources.

Comments/Notes:

Computer-Assisted Instruction

Help for Students with Writing Problems

Source

Hancock, Charles R. "Baltimore City Schools Use Computers to Teach Writing," *Calico Journal*, v2 n3 Mar 1985, pp. 13-16.

Brief Description

In the course of working with students with severe writing problems, teachers in Baltimore developed a computer lab geared specifically to the needs of their special students.

Objective

To equip a computer lab to meet the needs of students with severe writing problems; to operate the computer center on a schedule compatible with students' schedules.

Procedures

The computer lab that helps writers with severe problems fosters hands-on activities, including the following:

- Keyboarding skills
- Drill and practice
- Prewriting activities
- Editing activities

Courseware can be utilized in the following ways:

- Tutorials
- Drill and practice
- Instructional games
- Applications
- Simulations
- Problem solving

Keep the computer center open during the entire school day and before and after school. If you schedule entire classes into the center and you have more students than computers, divide the computer center by designated areas: assessment, computer activities, skill development, and motivational activities. While some students use the computers, others work with print and non-print materials.

Personal Observation

ESL students generally respond well to the technology of computer-assisted instruction, rarely having difficulty manipulating the hardware or mastering the software commands. As a result, within the framework of the typical language arts class, using the varied approaches to CAI (tutorial drill, prewriting, problem solving, etc.) enhances the attraction of the tool and supports good educational theory in ESL instruction.

Content Areas

Thematic Approach to Language Teaching

Source

ED 281 364

English as a Second Language 10C. An English Language and Literature Transition Course. Language Services Branch, Alberta Department of Education, Edmonton, Canada. 1986. 112 pp.

Brief Description

The thematic approach to teaching simulates what students will encounter in content area classrooms. It combines language skills in a natural way for viewing, listening, speaking, reading, and writing. As a result, it exposes students to a range of situations, giving students a chance to communicate in a variety of ways. Since ESL students are not usually interested in learning English grammar for its own sake, students respond best when the information is couched in a meaningful context. The thematic approach offers that context.

Objective

To set the purpose for reading, listening, and viewing via a thematic approach to comprehension skills; to set up a problem for students to solve by communicating; to provide opportunities for students to share solutions orally or in written form.

Procedures

Consider these problem/solution thematic approaches:

Present a problem related to a unit, film, or reading passage. Direct students to discuss the problem in collaborative groups and present their group solutions in writing or orally to the whole class. Present the film or passage so students can see how someone else solved the problem. Compare solutions.

Share a news story or other written passage that describes a natural disaster, health problem, environmental problem, or other such problem.

- In small groups, gather relevant information and suggest ways in which the problem could be avoided. Present your group's conclusions to the class.

State the main idea of a passage. Write the statement on the board. Ask students for questions that need to be answered about the sentence. Then read the passage to see which of these questions are answered. Do the same with the remaining paragraphs in a passage or with selected key sentences from a film.

Personal Observation

A thematic approach to language experience will be effective at any grade level. The difficulty of the content material will not affect the ESL student's ability to function as a group participant, to think, react, reason, and suggest. The experience, in an almost circular fashion, will reinforce language skills.

Cooperative Learning

Guidelines and Suggestions

Source

Winget, Patricia L., ed. *Integrating the Core Curriculum through Cooperative Learning. Lesson Plans for Teachers.* Division of Special Education, California State Department of Education, Sacramento, CA. 1987. 222 pp.

Brief Description

Most authorities agree that cooperative learning (sometimes called collaborative learning) activities significantly improve student achievement, especially for special-needs students. Both LD and ESL students benefit from the extended language experience resulting from group work. But the cooperative learning activities must be structured, and that is the teacher's job. The following suggestions offer general guidelines.

Objective

To create successful cooperative learning groups.

Procedures

Decide on the appropriate group size, usually from two to six students. Keep in mind that as the group grows, the range of abilities, expertise, and skills increases. But the larger the group, the more cooperative members must be. Consider the materials, and remember that the shorter the time, the smaller the group should be.

Assign group members. To keep non-task-oriented students on task, put them in groups with task-oriented peers. Put LD and ESL students with English-proficient students. Keep the groups together as long as the groups make sense—maybe for only one project, maybe for the entire year. Most experts do not recommend students selecting their own groups. These groups tend to be unsuccessful.

Arrange the room so that group members can sit in a circle and so that you have a clear access lane to each group. A common mistake is to put students at a rectangular table or place a number of desks together. In each case, students are too far apart to maintain eye contact and quietly talk with each other.

Distribute materials which promote group work. For instance, give only one copy of the materials to the group or give different books or resource materials to each member. In either case, students must work together to complete the work. You may also wish to create a situation in that groups are interdependent and each group has an important piece of the puzzle.

Assign each student a group role: a summarizer-checker, who makes sure everyone understands what is being learned; a researcher, who gets needed materials or communicates with other learning groups and the teacher; a recorder, who writes down the group's decisions and edits the group's report; an encourager, who reinforces members' contributions; and an observer, who keeps track of how well the group is collaborating.

Explain the group's task and the objectives of the project. Remember that groups can handle more than individuals, but be sure that students understand the assignments. Relate the task to past experience, define concepts, explain procedures the students should follow, and give examples. Finally, ask specific questions to check students' understanding.

Emphasize to students that they have a *group* goal and must work collaboratively. Emphasize that every student is (1) responsible for learning the assigned material, (2) responsible for making sure that all other group members learn the material, and (3) responsible for making sure that all other group members successfully complete the assignments.

Require a single product, report, or paper from the group, and provide group rewards.

Be sure that students know what behavior is appropriate. The best time to teach cooperative skills is when the students need them.

Personal Observation

Other students have the most powerful influence on isolated, alienated students. Results are clear. Cooperation produces better results in school than having students work alone, either individually or competitively. Students may not be accustomed to working together. The task of establishing collaborative learning as part of your classroom won't be easy, but the results will be worth it.

Comments/Notes:

Cooperative Learning

Helping Students Help Themselves

Source

Slavin, Robert E., and others. "Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach," *Remedial and Special Education (RASE)*, v9 n1 Jan-Feb 1988, pp. 60-66.

Brief Description

Cooperative Integrated Reading and Composition (CIRC) combines mixed-ability cooperative learning teams and same-ability reading groups to teach reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special eduction and remedial reading students. Students read aloud, identify grammar, and practice vocabulary, decoding, and spelling. They write in response to stories, but they work with teammates to plan, draft, revise, edit, and publish compositions.

Objective

To incorporate CIRC methods in the language arts classroom.

Procedures

Group students in pairs, and assign the pairs to teams made up of partnerships from two different reading groups. Activities will be completed sometimes by pairs and sometimes by teams. Teams should work independently while other groups participate in reading groups.

Introduce and discuss material from students' regular basal readers. Set a purpose for reading, introduce new vocabulary, review old vocabulary, and discuss the story. Then assign a series of activities for the teams. Use this sequence:

1. Have students read silently first and then aloud with their partners, alternating readers after each paragraph. This technique provides far more oral practice than one-child-at-a-time reading in larger reading groups.
2. Halfway through the reading, have students respond to questions related to characters, setting, and the story problem. Have them predict outcomes.
3. Give each team a list of new words in the story. They must be able to pronounce them correctly in any order without hesitating or stumbling.

4. Give each team a list of story words that are new in their speaking vocabularies. Team members should look up the words, paraphrase the definition, and write a sentence for each word.
5. Require each pair of students to retell the story, summarizing the main points to their partners.

This sequence can be repeated for each story.

Comments/Notes:

Personal Observation

Research indicates that the CIRC program is effective for increasing the reading achievement of all students, special and remedial as well as nonhandicapped. The largest impact of the program is on reading comprehension.

Graphic Organizers

Five Aids for Special Students

Source

Sorenson, Sharon. 1990.

Brief Description

Graphic organizers are charts that help LD and ESL students visualize abstract ideas. They are especially helpful as prewriting activities, showing the relationships among ideas and separating main ideas from supporting details.

Objective

To develop and use graphic organizers to aid in thinking skills; to apply graphic organizers to prewriting activities; to apply the result of the graphic organizers to written work.

Procedures

Use the following graphic organizers to help students think through their ideas for a written text. Complete an organizer first as a whole-class activity. In the process, students should see its purpose and learn how to use it.

Display the completed model where all students can see it from their desks, perhaps on the chalkboard or on an overhead transparency. Or prepare a copy for each student so that he or she can keep the model in a notebook.

Then, ask students to complete a similar organizer as part of a small-group activity. Finally, provide copies of a blank organizer for individual student prewriting work.

Comparison Chart

	Items Compared	
Characteristics	**Cats**	**Dogs**
Tails	Twitch	Wag
Voices	Say "Meow"	Say "Woof"
Preferences	Like the night	Like the day
Expression	Purr when contented	Don't purr (dogs wag their tails or bark)

The Comparison Chart can be used to show students how effectively to organize a comparison paper. ("Comparison" includes "contrast," both similarities and dissimilarities.) They can move through the chart from top to bottom, writing, for example, about cats' tails first and then their voices, followed by whatever other details are compared. Then they can write about dogs' tails, etc. Or, they can move through the chart from left to right, or right to left, writing about cats' and dogs' tails, then cats' and dogs' voices, and so on.

Concept Web

Use the Concept Web as a class project to show students how to reduce a broad topic, like music, into something manageable, like their own guitar lessons. To take the Concept Web a step further, show students how to graph the subtopics for "own guitar lessons" to include specific ideas like "expensive," "requires lots of practice," "learning about tuning," and "reading music."

Personal Observation

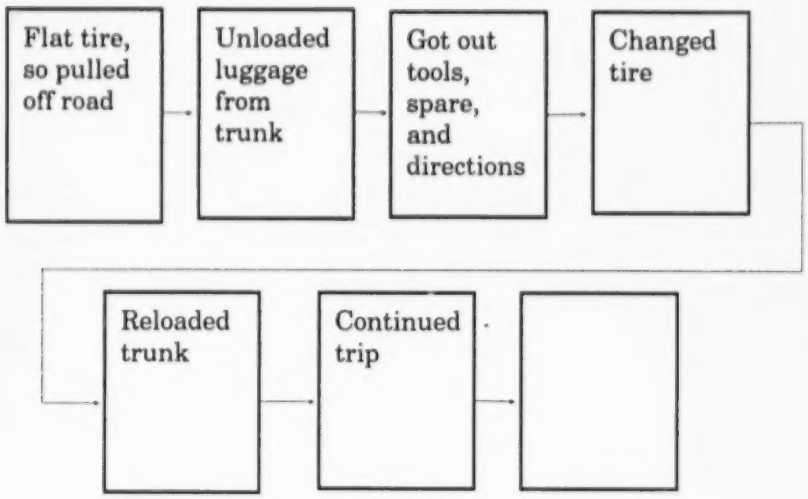
The weakest writers can organize a paragraph or even a full-length theme by visualizing the whole structure through a graphic organizer. A completed model is essential. So is the actual process of practicing with the whole class and in small groups. Once students have had that kind of practice, however, they can readily complete their own. Remember, too, that these kinds of activities address the different learning styles represented in your classroom, an important concept in any teaching situation.

Organizing Sensory Details

Event or Subject Observed	Rock Concert
Visual Details	flashing lights, constant movement on stage and in audience, solemn police officers, shine of black leather
Sounds	vibrating rhythms, screams, clapping and stomping
Smells	
Tastes	
Touch/Feel/Texture	
Other Details	

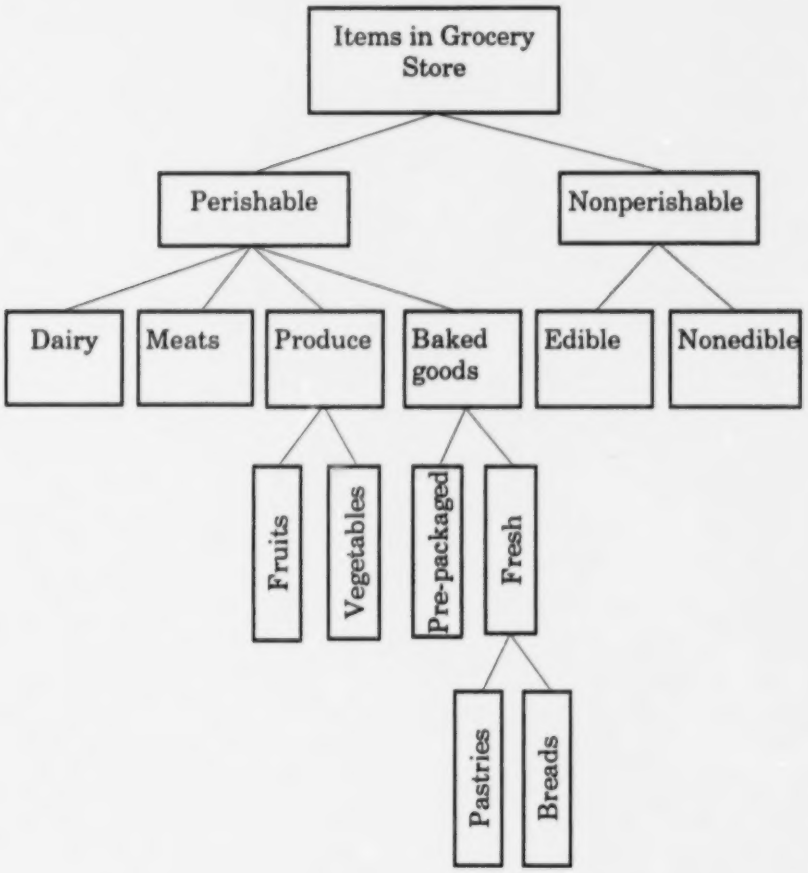
Use Organizing Sensory Details to help students focus on each of the five senses as they generate descriptions. Note: Some subjects may not permit notes on each of the five senses.

Sequence Chart



The Sequence Chart shows time order, and is useful to help students organize process papers. They may be writing about how to do something or explaining how something was done. Clarify that students can add as many sequencing boxes as needed to explain all the steps.

Classifying and Dividing



Use the Classifying and Dividing organizer to help students develop a definition or classification paper. Students can clearly see the relationships among details and can organize their written details accordingly. For instance, it will be easy for students to write, based on the graphic organizer, that the grocery store includes two general kinds of items, perishable and nonperishable.

Graphic Organizers

Flow Charts for Step-by-Step Instructions

Source

ED 224 237

Fender, Marilyn F., ed. *Secondary Education of the Handicapped: Conference Proceedings (Estes Park, Colorado, May 28-30, 1980). Reports of the Deans' Grants: 2.* National Support Systems Project. Colorado State University, Fort Collins, CO; University of Minnesota, Minneapolis, MN. 1981. 124 pp.

Brief Description

The use of flow charts is a strategy that can assist students in working with step-by-step procedures or activities. LD students benefit significantly from flow charting because of the visual reinforcement.

Objective

To help LD students remember directions for completing procedures and activities.

Procedures

A flow chart is a diagram consisting of a set of symbols and connecting lines. It has its roots in computer technology but can be used to show students how to proceed through a set of instructions. Use the flow chart to help students do the following:

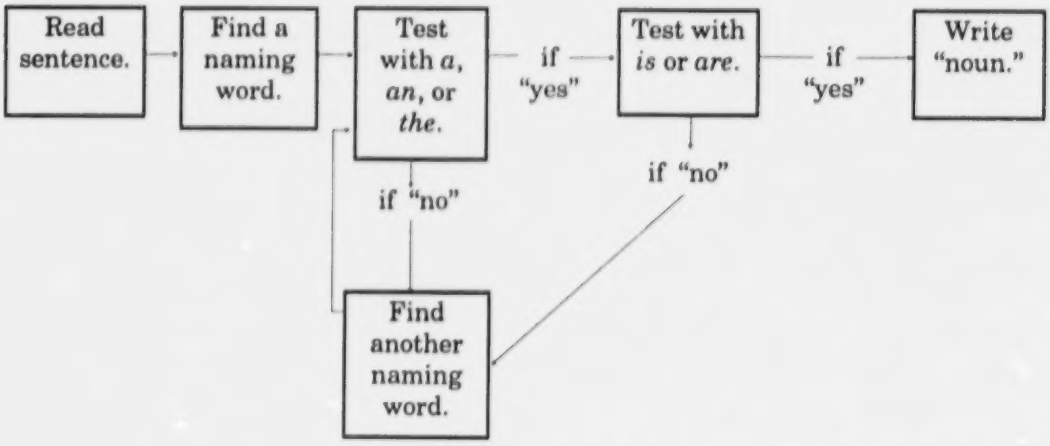
1. follow directions
2. organize and categorize information
3. develop a model of a problem
4. break down a procedure into its component parts
5. organize and plan solutions
6. complete tasks according to prescribed rules
7. pre-plan how to do a task

Consider the flow chart on the following page, which illustrates how to find nouns in a sentence.

Personal Observation

Although flow charting is addressed here as a teaching tool designed by a teacher for student use, the chart can also become a kind of note-taking tool for students themselves. LD students, when taught the basics of flow charting, can construct their own charts or follow the charts of others when performing difficult operations such as long division or writing an essay. Think of a flow chart as a study tool.

To find a noun:



The arrows indicate which step to do next.

Comments/Notes:

Graphic Organizers

Outlining for Mainstreamed Students

Source

ED 294 247

English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students. Bureau of Education for Exceptional Students, Florida State Department of Education, Tallahassee, FL. 1987. 386 pp.

Brief Description

Frequently, mainstreamed students are expected to complete a library report or research paper. Because LD students often understand charts and visual models better than they understand written or oral directions, an outline can be converted into a graphic organizer.

Objective

To design a graphic organizer that will help LD students produce a satisfactory library report or research paper.

Procedures

Use the graphic organizer on the next page to clarify outlining skills.

Personal Observation

Because students come to the classroom with a variety of learning styles, you must respond to different learning situations. The visual equivalent of an outline helps clarify logical relationships among ideas, helps signify where supporting details must appear, and helps clarify paragraph-by-paragraph organization.

Title: "Many Students Dislike After-School Detention"

Paragraph 1

Sentence 1 - General introductory statement
Sentence 2 - General introductory statement
Sentence 3 - General introductory statement
Sentence 4 - Many students dislike detention because they get bored, they lose free time, and they cannot relax.

Body of the paper

Quote the sources in these paragraphs

Paragraph 2		Paragraph 3
Details 1. not allowed to talk 2. time stands still	"get bored"	Details 3. it is too quiet 4. have to remain seated
Paragraph 4		**Paragraph 5**
Details 1. cannot go to beach 2. miss soap opera	"lose free time"	Details 3. miss soccer practice 4. can't hang out with friends
Paragraph 6		**Paragraph 7**
Details 1. not allowed to sleep 2. not allowed to eat	"cannot relax"	Details 3. not allowed to read comic books 4. not allowed to listen to radio with earphones

Paragraph 8

Conclusion
Sentence 1 - general remarks
Sentence 2 - general remarks
Sentence 3 - Many students have better things to do than sit in detention after school.

Instructional Adaptation

Meeting the Needs of ESL Students

Source

Allen, Virginia Garibaldi. "Developing Contexts to Support Second Language Acquisition," *Language Arts*, v63 n1 Jan 1986, pp. 61-66.

Brief Description

Research in ESL instruction has changed focus. Rather than studying the *forms* of language and their order, researchers have been studying what people *do* with language. As a result, teachers are adapting their programs in simple but important ways to meet the needs of limited-English-proficient (LEP) students.

Objective

To create an environment that helps students draw meaning from the context in which they are working; to shape classroom activities to help children use language in a variety of ways; to provide repetitive language; to create opportunities for children to practice language in purposeful ways.

Procedures

Read a literary selection to the class. Choose a simple book that has a folktale format, repetitive language, and strong illustrations which extend the meaning. The following specific activities are based on the story *Strega Nona* by Tomie de Paola. Design activities similar to the following:

1. Ask students to share other books on the same topic. Since *Strega Nona* is a book about magic, students sharing it can talk about other "magic objects." Bring in a box of objects (a spoon, a silk cap, a bracelet, etc.) and allow students to imagine how these objects could be magical. Later, let the children write their own magic stories.
2. Read poems about the same topic or theme. For instance, to accompany *Strega Nona*, use Shel Silverstein's poem "Spaghetti" and Eve Merriam's poem by the same name. Use the poems as a basis for choral reading.
3. Let the topic generate related activities. Students reading about spaghetti can make pasta, measure ingredients, write a recipe, weigh the dough, measure the noodles, and graph their findings.
4. Incorporate critical thinking activities. Students can bring in different kinds of noodles (rigatoni, rotelli, fettuccine, conchiglie) and categorize them by size and shape. They can write

descriptions, make a display, read the descriptions, and ask other students to find the piece of pasta described.

5. Have students apply their language skills to a creative project. For instance, students can create a game board, choose markers, decide upon penalties and rewards, write the directions, and try out the game.
6. Have students retell the story to another class or another teacher.

Comments/Notes:

Personal Observation

Literature brings opportunities for sustained language. These activities require students to use language to compare, to plan and organize, and to relate ideas. In such an activity, LEP students not only come to understand the use of language in a realistic setting but also they begin to understand the *forms* of language as a result of its use. The collaborative activities extend the need for—and use of—communication, both oral and written.

Instructional Adaptation

Presentations to Meet Special Needs

Source

Wood, Judy W. "Adapting the Presentation of Academic Content," *Academic Therapy*, v22 n4 Mar 1987, pp. 385-392.

Brief Description

Teaching presentations need to address four concerns: Does the student have the skills to complete the task? If not, does the student have the prerequisite skills for beginning the task? Does instruction begin at the student's functioning level? Has the student's learning style been determined? The suggestions presented here address these concerns.

Objective

To adapt language arts instruction to meet the needs of special students.

Procedures

For Oral Language

To aid oral classroom discussion, allow ESL and LD students to use a tape recorder. Record questions with pauses for the student to respond.

To help special students deliver effective oral reports, allow them to use prompts, such as cards, posters, or visual models. Encourage presentations with puppets or in costume.

To help students with visual tracking difficulties, read plays aloud in class, and have students code or highlight their lines.

For Reading

To aid comprehension, highlight who, what, when, and where in different colors.

To help special students understand idioms, ask students to demonstrate idioms with concrete illustrations.

To improve vocabulary skills in compound words, provide cards with individual words and have the student select two. Put the two words together. Drawings can illustrate the new compound word: pumpkinhead, toadstool, chalkboard.

To promote leisure reading, offer motivators for reluctant readers: joke and riddle books, magazines, album jackets, travel brochures,

advertisements, "Dear Abby" columns, sports pages, driver's education manuals, catalogues, greeting cards, how-to books.

To help students make predictions and draw conclusions, read a passage and present several choices of outcomes.

To help students learn to read graphs, use high-interest information on the graph—such as favorite television shows, musicians, or food.

To help students learn to read maps, use high-interest locations, such as your students' neighborhoods.

For Writing

To help students write an effective business letter, provide visual models of appropriate parts of the letter.

To encourage creative writing, avoid being overly critical of grammatical errors.

For Grammar

To help special students understand the four kinds of sentences (declarative, interrogative, exclamatory, and imperative), make four cards. On one side, illustrate the kind of sentence; on the other side, name the kind of sentence.

To motivate students to punctuate, use newspaper cartoons and replace the cartoon bubbles with sentences of your own. Have students add the needed punctuation.

Personal Observation

Using some simple techniques, you can adapt the presentation of content to meet the needs of special students. As Judy Wood concludes, "Creativity, versatility, and innovation are three prerequisites to good teaching. These attributes are also needed in adapting the presentation of content.... Changing the presentation of a lesson can make the difference between mastery or failure."

Comments/Notes:

Instructional Adaptation

Mastery Learning for Special Needs Students

Source

ED 279 757

Mei, Dolores M., and others. "Mastery Learning Program, 1984-1985. Final Report. OEA Evaluation Report." Office of Educational Assessment, New York City Board of Education, Brooklyn, NY. 1985. 39 pp.

Brief Description

Mastery Learning calls for a restructuring of teaching methods to incorporate small learning units followed by reinforcement and reteaching techniques. Both LD and ESL students benefit from this approach.

Objective

To present materials in small learning units for easier comprehension; to provide reteaching and reinforcement as part of the structured unit; to provide alternate testing forms to assure success.

Procedures

Divide traditional language arts units into short segments, treating each segment as a complete unit. Introduce, apply, review, and test concepts for each segment. Instead of teaching a short story unit, for instance, teach a unit on characterization in short stories.

Define the learning objectives. Communicate these objectives to the students, perhaps by listing the objectives on the chalkboard, overhead transparency, or a handout which students can keep in their notebooks.

At the end of the unit, prepare a printed review. The review may be in the form of a worksheet, a review outline, or a series of questions. Use the review for class discussion or collaborative learning.

Test students, using a "formative test," which can be called Form A. This test serves as a kind of pretest, showing which concepts students need to review. Since Form A is really a practice test, it can be administered as an individual test, a small-group test, or a whole-class test. For ESL students, a small-group test may be most effective simply because students can help one another with any language problems. But for LD students, the individual test may better help identify specific problems with subject matter. Consider the individual needs of the students.

For students who achieve mastery, provide enrichment activities. For students who do not achieve mastery, provide "corrective" materials—reteaching and/or reinforcement keyed to problems

diagnosed on Form A. The reteaching and/or reinforcement may be in the form of full-class instruction, individualized instruction, or collaborative learning. Worksheets, board work, supplementary text materials, and further examples and illustrations can all provide reteaching/reinforcement.

Administer a second form of the test, a "summative test," to cover the same concepts with the same emphasis as Form A. Use this test for determining course grades.

Comments/Notes:

Personal Observation

Many textbook companies now provide two forms of the unit test, enrichment and reinforcement materials, and suggestions in the teacher's edition for reteaching and extension. While those suggestions are indeed helpful, they may be inadequate for LD and ESL students. Using the principles of Mastery Learning, however, will help you create the necessary materials to assure your students' success.

Language Acquisition

Comprehensible Input and LEA

Source

Moustafa, Margaret. "Comprehensible Input Plus the Language Experience Approach: A Longterm Perspective," *Reading Teacher*, v41 n3 Dec 1987, pp. 276-286.

Brief Description

The Language Experience Approach (LEA) to reading can be used to teach non-native speakers to read in their second language. The teacher writes students' words verbatim and then teaches the students to read what they have said. Thus, students begin by already understanding what they are reading. To solve the problem of limited oral language, you can combine LEA with comprehensible input (CI), a term introduced by linguist Stephen Krashen to describe how language is acquired. That is, we acquire language through understanding messages in context. ESL students who are taught with this combined approach show expanded vocabulary and standard syntax.

Objective

To increase students' aural/oral English.

Procedures

To provide comprehensible input, use a photograph or picture showing a situation familiar to the students. It may be a family eating together or children playing at school. Ask about the picture. Ask about objects, actions, characters.

- Where are the people? Who are they? What are they doing?

Wait for volunteer answers. Repeat correct answers ("Yes, they are eating.") without correcting pronunciation or syntax. If no one volunteers, supply the answers.

Repeat the questions and answers during several sessions. When students understand the language orally, begin to teach reading skills. Start with content words: *school*, *boy*, *ball*, *throw*. Use flash cards. Have students read the words from the cards. Ask them to match the words with the meaning by pointing to the picture.

Ask students to dictate sentences about the picture. Write their sentences on butcher paper or tagboard. Say the words as you write them. Next, have individual students read the sentences as you point to the words. Then read in unison.

Form a story with the sentences on an overhead transparency. Have students read in unison. Give specific directions like, "Now all the boys read with me." Or, "Everyone read with me."

Have students find the function words.

- How many times do you see *is*?
- Where is *in*?

Give each student a photocopy of the typed version of the story. Have students read the story to partners.

Provide another copy of the typed version, this time with certain words circled. These words will serve as spelling words.

Ask students to study the spelling words, and work on handwriting as they copy the typed version.

Comments/Notes:

Personal Observation

Students who use this LEA plus CI approach progress from being non-English speaking to composing in English. Part of the success stems from students acquiring language in a meaningful situation. Part of the success stems from using pictures to teach words. What students understand, they can say; what students can say, they can write, and what they can write, they can read.

Learning Strategies

Increasing Learning Efficiency

Source

ED 224 237

Fender, Marilyn F., ed. *Secondary Education of the Handicapped: Conference Proceedings (Estes Park, Colorado, May 28-30, 1980). Reports of the Deans' Grants: 2.* National Support Systems Project. Colorado State University, Fort Collins, CO; University of Minnesota, Minneapolis, MN. 1981. 124 pp.

Brief Description

As students move from elementary to secondary school, the emphasis shifts from teaching basic skills to the application of those skills in content areas. For LD students, the adjustment can be deadly, for many are not capable of applying the skills necessary for success in secondary school. The following model, Strategies to Increase Learning Efficiency (STILE), is designed to teach students how to learn, rather than to teach specific content.

Objective

To help LD students learn how to learn; to ease the transition from elementary to secondary school; to model the concept application in a specific language arts skill.

Procedures

Teaching sequences are designed to lead the student from a knowledge of basic skills to an application of those skills in the regular classroom. The following procedure helps.

Have the student perform tasks that demonstrate the approach he or she is currently using. For instance, you may observe that the student flips through the dictionary at random looking for a word that begins with *b*. Observe that the student considers neither alphabetical order nor checks guide words.

Explain and demonstrate a different, more effective strategy. For instance, put an alphabet strip on the student's desk. Show where *b* appears in the alphabet. Show where *b* words appear in the dictionary. Show how all words are arranged alphabetically in the dictionary.

Reinforce the strategy until the student can perform it automatically. For instance, in the dictionary example, give the student ample practice finding words in the dictionary. He or she may point first to the initial letter of words on the alphabet strip and then check the location in the dictionary. Finally, the student should no longer need the alphabet strip but will flip immediately to the right section of the dictionary. At that point, the strategy is automatic.

Have the student apply the strategy in controlled materials. For example, use an abbreviated dictionary sample to illustrate guide words, a further step in the alphabetical process. Next, have the student apply the strategy in increasingly difficult material. Finally, the student can apply the strategy in materials from the regular classroom.

Monitor the student's ability to use the strategy in the regular classroom, and provide additional instruction and reinforcement as necessary.

Comments/Notes:

Personal Observation

Project STILE helps traditional language arts teachers address the step-by-step instructional approach LD students need in order to learn. Without specific training for addressing the special needs of LD students, it is easy to feel ineffective working with LD students in the mainstreamed classroom. This method should be helpful in almost any learning situation.

Learning Strategies

Two Study Aids for LD Students

Source

ED 224 237

Fender, Marilyn F., ed. *Secondary Education of the Handicapped: Conference Proceedings (Estes Park, Colorado, May 28-30, 1980). Reports of the Deans' Grants: 2.* National Support Systems Project. Colorado State University, Fort Collins, CO; University of Minnesota, Minneapolis, MN. 1981. 124 pp.

Brief Description

Mainstreamed LD students can benefit significantly from easily prepared study aids. Two such aids, suitable for any grade level, are described below.

Objective

To create study aids that will help LD students succeed in the mainstreamed language arts classroom.

Procedures

Study Aid 1: Prepared Study Guides

Provide a typed study guide for each chapter or section of a text.

1. Double-space the guide.
2. Include page references where information can be found to respond to each question or completion sentence.
3. Underline vocabulary words and terms to be remembered.
4. Make notes like "Remember for Test."
5. Teach a concept by giving a short statement. Then ask a question from that statement. For example: A noun is a person, place, or thing. What is a noun?

Study Aid 2: Color-Coded Text

Color-code student textbooks for students having difficulty reading the material.

1. Use green, pink, and yellow highlighter pens.
2. Highlight vocabulary words and terms in green.
3. Highlight definitions in pink.
4. Highlight additional information or facts in yellow.
5. Highlight material from questions to be answered in the back of the chapter, from a study guide, or from the textbook itself.

Make available one color-coded textbook in the resource room as a reference.

Personal Observation

Once you have color-coded a textbook and made it available to a resource person or aide, future copies can be prepared without additional use of your time. Most schools offer some assistance for special needs students, or parent volunteers can provide a similar resource.

Comments/Notes:

Reading Skills

Guidelines for Bilingual Education

Source

ED 280 292

Teitelbaum, Herbert, and others. *Changing Schools: The Language Minority Student in the Eighties*. Center for Applied Linguistics, Washington, D.C. 1982. 57 pp.

Brief Description

Certain educational principles underlie the instruction of bilingual children, regardless of the grade at which they begin to read their second language.

Objective

To teach children, in an educationally sound order, the skills needed to read a second language.

Procedures

Elementary school educators know that language arts programs offer a sequence of listening, speaking, reading, and writing skills—in that order. Assuming a student can read in his or her native language, use the following steps to prepare students to read a second language, presumed here to be English:

1. Begin with listening activities in English. Teach naming words, action words, colors, numbers, coins, whatever is appropriate for the age.
2. Team listening activities with oral activities. Have students respond to oral questions and oral directions. Engage in dialogue with the students. Provide opportunities for students to talk with each other in English, either with a native speaker or with other ESL students.
3. After students are competent with English oral language skills, begin reading instruction. The point at which English reading is introduced is often referred to as the point of transition. That point is crucial. Students learn to read best when they learn in a language that they understand. In addition, once students learn to read in their own language, the process can be transferred to a second or third language, but only after they learn to speak the second or third language.

Personal Observation

To give ESL students a reading book before they understand the oral language is like giving first-grade students a third-grade reader before they understand the letters or sounds of the alphabet. The analogy carries great meaning to the language arts teacher facing ESL students in the English classroom for the first time.

Comments/Notes:

Reading Skills

Using Previewing and Surveying Techniques

Source

ED 281 364

English as a Second Language 10C. An English Language and Literature Transition Course. Language Services Branch, Alberta Department of Education, Edmonton, Canada. 1986. 112 pp.

Brief Description

Previewing and surveying techniques help students to anticipate what the text will cover, to raise questions and set purposes for reading and listening, and to focus on important ideas.

Objective

To use previewing and surveying techniques to help students study effectively.

Procedures

Teach students to skim material quickly. Many ESL students read slowly and stop whenever they meet an unknown word. Skimming will help overcome these difficulties. Suggest the following:

- Read the first sentence of every paragraph. Predict what the paragraph will be about.
- Skim an entire selection in a short period of time. Record what you have read and then read more carefully to check your information.

Teach students to preview a chapter of a book this way:

- Read the title. Change it to a question.
- Read the introduction, summary, and questions. Determine what the author's main points are.
- Read headings and subheadings. Change them to questions.
- Read words or sentences in special type (italics, bold face). Determine why they are highlighted.
- Study visual aids (maps, diagrams, pictures). Decide what they tell about the content.

Teach students to use the SQ3R method of reading:

- *Survey*: Glance over headings and the first few sentences of each paragraph.
- *Question*: Turn headings into questions, setting a purpose for reading.

- *Read*: Read to answer the questions.
- *Recite*: After reading, try to answer the questions.
- *Review*: Review main points and clarify relationships among ideas.

Comments/Notes:

Personal Observation

Previewing and surveying techniques are taught early in elementary school, and all students can profit from the techniques. But many secondary students forget such reading skills if the skills are not reinforced. As a result, while you teach LD and ESL students to preview and survey, other students can benefit from the review.

Reading Skills

Steps in English Language Development

Source

ED 256 157

Carrillo, Ida S.; Carrillo, Federico M. *Meeting the Needs of Limited English Proficient Students... And What about the CDE Student? Program Design Considerations for English Language Development.* Cultural Awareness Bilingual Assistance Center, New Mexico University, Albuquerque, NM. 1984. 41 pp.

Brief Description

English Language Development (ELD) techniques can be channeled directly through basal readers. By altering teaching methods, you can address limited-English-proficiency (LEP) students' needs.

Objective

To establish a clear, step-by-step method for English Language Development using basal readers.

Procedures

Tell a story from the basal reader using as many visuals and expressions as necessary for understanding.

Present new vocabulary, using illustrated flash cards, manipulatives, and picture cards, as appropriate.

Model sentences and phrases based on the new vocabulary. Check for comprehension. Offer substitute words (synonyms) and transformations (*walk*, *walked*, *walking*).

From the basal reader, read aloud to the students sentences containing the new vocabulary. These sentences may be printed on a handout. Then ask students to read the sentences.

Direct students to compose new sentences using the new vocabulary introduced above.

Distribute readers to students. Read aloud while students follow silently.

Direct students to reread material orally.

Ask comprehension questions.

Direct students to give an oral summary of material read.

Personal Observation

Steps similar to those presented here will help cross-curricular teachers design content-based ELD lessons. The design is simple: The teacher demonstrates the concept. A group activity follows to develop the concept. An individual activity explores the concept. Listening, speaking, writing, and reading exercises follow (in that order) each activity.

Comments/Notes:

Reading Skills

Whole Word Approach for LEP Readers

Source

ED 291 246

Pierce, Lorraine Valdez, ed. *Language and Content-Area Instruction for Secondary LEP Students with Limited Formal Schooling: Language Arts and Social Studies. Teacher Resource Guide Series, Number 3.* National Clearinghouse for Bilingual Education, Wheaton, MD. 1987. 27 pp.

Brief Description

A whole-word approach uses Language Experience Approach strategies to develop reading skills. This approach is consistent with the vocabulary strategies used in beginning classes. It also puts reading in a meaningful context.

Objective

To implement listening and speaking skills to aid in whole-word understanding; to incorporate oral, aural, and written activities in the development of reading readiness.

Procedures

Use the following teaching suggestions for a whole-word approach:

Introduce all material both orally and visually.

Introduce no more than five new words in a lesson.

Focus on one word at a time.

Be sure that every vocabulary item has a visual stimulus by using realia (objects used in everyday life), such as toys, pictures, and other representations.

Introduce vocabulary items in context or by topic area. For example, introduce "pencil, eraser, paper"; "hat, gloves, coat"; "spoon, fork, knife."

Include as many physical and manipulative activities with realia and pictures as possible. For example, if discussing clothing items, have students put on and take off clothing. Ask students to pick out a picture when given the oral stimulus and hold it up or tack it onto a board; or, when given the visual stimulus, to say and then write what it is.

Present a picture or situation that places vocabulary items in a larger context. For example, show a family eating breakfast to identify hand, face, arm, leg, shoulder, and head.

Review and reinforce all previous items before introducing any new material.

Check for aural comprehension. For example, hold up a picture or object and name the item either correctly or incorrectly. Ask students to identify the correct oral stimulus.

Check for each student's ability to pronounce a word when given the visual stimulus.

Give students experiences with classification/categorization activities. For example, have students eliminate a picture or object that does not belong in a group.

After introducing these oral activities, move to the written form of the word. Present the written form of the word (on a flashcard, for example) with the picture or object.

Display labeled pictures or objects.

Direct students to match labels of items to their written configuration by superimposing the word shapes on the label.

Cut up word cards to make word puzzles.

Direct students first to trace and then to copy on lined paper each word at least five times.

Pass out different word cards to individual students. Give simple directions.

- Stand up if you have the word *shoe*.
- Sit on the floor if you have the word *table*.

Check for word recognition by having students select the correct word card to label a picture.

Check for visual memory by flashing a word card for three seconds. Ask students to write the word from memory.

Have students write words presented orally.

Have students write the words presented visually.

Expand the above activities into using simple sentences. For example, ask students to write "I have two arms," or "The jacket is blue."

For the students who seem to prefer working with pictures and realia, have them rearrange the visual objects any way they like, then tell a story about them, then write the story, then read the story to the class.

Personal Observation

Although primary teachers use reading readiness activities similar to the whole-word approach, most teachers beyond the primary grades are not familiar with the step-by-step approach moving children from the oral/aural/visual stage to writing to reading. Even secondary LEP students will need this rudimentary approach. Students cannot be expected to read what they cannot discuss.

Student Evaluation

Adjusting the Evaluation Process

Source

ED 278 186

General Education Modifications for Students with Learning Disabilities, Grades 7-12: Project Report. Bureau of Special Education, Iowa State Department of Education, Des Moines, IA. 1986. 135 pp.

Brief Description

When LD students are mainstreamed into the language-arts classroom, you can make some adjustments to the evaluation process to accommodate these students' special needs.

Objective

To adjust evaluation processes to accommodate LD students in the mainstreamed classroom.

Procedures

Use the following helpful hints to evaluate LD students:

1. Provide advance notice for test preparation. If possible, indicate at the beginning of the unit when the unit test will occur.
2. Provide review time in and out of class. Emphasize key points to study. Provide a study guide for test preparation.
3. Vary the test format. Consider these alternatives: written, oral, short-answer, essay, multiple-choice, true/false, matching, computation, yes/no, demonstration.
4. Block matching questions into smaller groups. For instance, arrange three sets of five items rather than one set of fifteen items.
5. Provide clear test copies.
6. Read the directions to the student.
7. Provide examples of test content and format. Go over the examples orally.
8. Underline important words in directions or in test items.
9. Increase time allowed for completion.
10. Vary the grading system. Include homework, tests, class discussion, and special projects.
11. Provide feedback to parents regarding progress. Call, write letters, or arrange for parent conferences.

12. Provide feedback to learners regarding progress. Set up teacher-student conferences or provide a written report.

Comments/Notes:

Personal Observation

Some teachers will argue that a mainstreamed student should be evaluated in the same way that any other student in the class is evaluated. While the suggestions above do not ask you to alter your standards of evaluation, they do suggest that alternative means of evaluation may be as valid as more traditional means. In addition, the suggestions here ultimately may result in a more fair and comprehensive means of evaluating all students.

Student Evaluation

Contracting Mutual Goals with Students

Source

ED 280 024

Newman, Dennis S. *English Education of Learning Disabled Students*. 1987. 48 pp.

Personal Observation

Contracting can be awkward—even confusing—because of the extent of personal involvement required between you and your students. Contracting is not always ideal. It is, however, for particular students at particular times, a good technique for productive and an efficient means of evaluation.

Brief Description

Contracts involve setting mutually agreeable goals. You and the student make a commitment to one another. You agree on the task (objective) and the reward (reinforcement). Certain general suggestions will help make the contract "livable."

Objective

To generate a contract for special students that clarifies goals and rewards.

Procedures

Student involvement in drafting the contract is essential. The following guidelines, however, will make the process more comfortable for both parties:

1. Make the rewards immediate, especially in the beginning. Rewards may be "free time" periods, or a free reading period.
2. Develop initial contracts that call for, and reward, small approximations.
3. Reward frequently and with small amounts.
4. Design a contract that calls for, and rewards, accomplishment rather than obedience.
5. Reward the performance soon after it occurs.
6. Make certain that the contract is fair and clear.

Vocabulary Instruction

Techniques for Mainstreamed Students

Brief Description

A step-by-step approach to teaching vocabulary in the high school English class enhances mainstreamed students' lifelong word attack skills.

Objective

To develop a step-by-step approach for vocabulary instruction.

Procedures

Provide students with a written list of vocabulary words. Begin each list of ten words with an oral lesson. Use one or more of the following oral activities:

1. Pronounce the words; ask students to say the words to themselves; randomly call on students to repeat the words.
2. Ask certain students to read the list aloud.
3. Permit students to work in pairs, quizzing each other on vocabulary words and definitions.
4. Give clues on pronunciation: word parts, smaller words, rhyming words, and common letter combinations such as *-tion*, *-sion*, and *-le* words.
5. Provide an association between the lesson and the vocabulary words.
6. Give concrete examples or illustrations of the words being taught.
7. Have students copy the words from the board and put them in a vocabulary notebook.
8. Encourage students to use the vocabulary words in class discussions and written assignments. Bonus points can be awarded for correct use.
9. Have students bring in weekly vocabulary words cut from magazines, newspapers, and advertisements. Have them circle the vocabulary words.

Source

ED 294 247

English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students. Bureau of Education for Exceptional Students, Florida State Department of Education, Tallahassee, FL. 1987. 386 pp.

10. Use the following worksheet to organize students' work.

Vocabulary Worksheet

Directions:

1. Write the vocabulary word.
2. Determine the meaning or definition, using these steps:
   a. Locate the sentence containing the word in the reading assignment.
   b. Look for context clues in the sentences surrounding the word (dashes, commas, parentheses, clue words).
   c. Think of a meaning for the word.
   d. Look up the word in the dictionary. Write the definition which fits the context. The meaning should be the same as the one in *c*.
3. Divide the word into syllables.
4. Write a synonym that matches the definition.

Vocabulary Word	Syllables	Definition	Synonym

Personal Observation

Virtually everyone agrees that vocabulary must be taught in context. As a result, since the vocabulary words come from content material, students can further make the words their own by working in pairs or collaborative groups to create additional meaningful sentences. Students could then share their sentences with the whole class, perhaps making copies of their five favorite sentences. Thus, the words take on a more personal and long-lasting meaning.

Writing Instruction

Storytelling with ESL Students

Brief Description

After hearing a literary selection, students write their own stories. Because this teaching technique emphasizes the use of imagination, ESL students show considerable improvement and demonstrate acute awareness of the rhythms and structures of English early in their language learning. Furthermore, students extend their language experience beyond the limits of their immediate surroundings, talking with classmates about more abstract topics.

Objective

To improve students' listening and writing skills.

Procedures

Reading Aloud

For the first 30-45 minutes each morning, read or tell a story. Use illustrations, puppets, props, etc., to promote understanding.

Class Discussion

Guide students in the retelling of the story. Promote "I like" and "I wonder" discussions, thus laying the foundation for students to share their own writing later.

Story Adaptation

Take one to three short sentences adapted from the story. Read them to the students. Ask students to repeat them. Write the sentences on the board so that students can copy them. Then ask students to read what they copied. Later, leave words out of the sentences. Using the sentence frames, have students insert the missing word or words. As students become more proficient, they should be able to provide a full sentence frame, retelling the rest of the story.

Student Retellings

Ask a student to retell the story. Write that student's version on the board as text for the reading lesson.

Source

ED 278 268

Piper, Terry. "Stories and the Teaching of Language in a Grade Two ESL Class." Calgary University, Department of Curriculum and Instruction, Alberta, Canada. 1986. 13 pp.

Personal Observation

Using storytelling to teach English language skills to both native speakers and ESL students, this technique illustrates a commitment to teaching writing skills as well. The process could be carried one step further by compiling student work into a booklet. Classmates can take the booklet home, share the stories with parents and siblings, and feel a sense of pride in their published work.

Teaching Punctuation to Special Students

Source

ED 294 247

English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students. Bureau of Education for Exceptional Students, Florida State Department of Education, Tallahassee, FL. 1987. 386 pp.

Brief Description

Rules for punctuation have no meaning for LD or ESL students if the rules are taught out of context. Examples that show the purpose of punctuation—especially student models—give meaning to the rules.

Objective

To give meaning to punctuation rules.

Procedures

Introduce punctuation by pointing out how the marks make the meaning clear. Give examples:

Sue Ellen, Mary Ann, and Grace came.
Sue, Ellen, Mary, Ann, and Grace came.

The bike belonged to Joe, and Susan and Joe rode it every day.
The bike belonged to Joe and Susan, and Joe rode it every day.

Introduce only one mark of punctuation at a time. For instance, avoid introducing semicolons and colons in the same lesson (a common practice in some textbooks).

Introduce and explain each rule and provide examples. Ask students to create similar examples. Students may work individually, in pairs, or in small collaborative groups to create sentences.

Reduce the number of rules by combining some of them. For instance, combine all the rules for commas after introductory elements (long introductory prepositional phrases, introductory adverb clauses, introductory words, nouns of address at the beginning of a sentence, etc.) to a single rule. Then give multiple examples.

As a class, students can create model sample sentences for each punctuation rule. Have students record the rules and the model sentences in their notebooks. When students peer-edit, have them refer to their rules and model sentences for accurate proofreading.

Personal Observation

Students with weak writing skills seem to use punctuation on a whim—or omit it altogether. By introducing punctuation as a tool for meaning, you can gain students' attention. Application of the rules to real student-written sentences, however, makes more sense than having students complete reams of workbook pages. Practice is fine, but put the practice in terms of student abilities, and let the practice become another opportunity for language skill development. Textbook sentences are as foreign to these students' writing skills as another language would be.

Comments/Notes:

A Structured Approach to Writing

Source

ED 280 024

Newman, Dennis S. *English Education of Learning Disabled Students*. 1987. 48 pp.

Brief Description

By following William J. Kerrigan's carefully structured approach to writing, LD and ESL students can experience success.

Objective

To teach LD and ESL students a structured approach to writing.

Procedures

Brainstorm with your class about possible topics for this writing exercise. You may have each student choose from this list of topics, or you may want to have the entire class write about the same topic. After selecting a topic, use the following six-step plan:

- Step 1: Write a short, simple declarative sentence that makes one statement about your topic.

You may ask students to read the statements aloud.

- Step 2: Write three sentences about the subject written about Step One. Write each sentence on a separate sheet of paper. Each of the three sentences should be about the entire subject in Step One, not just about some part of the sentence.

- Step 3: Write four or five sentences about each of the three subjects in the sentences of Step Two. Now you should have written three paragraphs.

Discuss with students the sentences from Step 3. Each should be as concrete and specific as possible. The sentences should give details and examples. Explain that the goal is to say a lot about a little, not a little about a lot.

- Step 4: Study the first sentence of the second paragraph. Insert a clear reference to the idea in the paragraph before it.

- Step 5: Reread your theme to see that every sentence is connected with, and makes clear reference to, the preceding sentence.

Peer readers can help in this final step.

Personal Observation

Learning-disabled students need instruction in small, sequential steps. The Kerrigan approach offers those steps. While the approach is admittedly formula writing, it makes sense for students who have severe learning problems. This approach, however, lacks an obvious component: modeling. Modeling the approach will fill in the gaps left by sketchy instructions. Your class could collaborate to complete a model with all students contributing to the product. Then make copies of the class theme so that everyone can have a copy of the model as they begin writing their individual themes.

Comments/Notes:

Teaching the Concept of Audience

Source

Wallace, Ray. "Teaching Audience to Advanced ESL Technical Writers," *Exercise Exchange,* v33 n1 Fall 1987, pp. 19-21.

Brief Description

Because of the ESL students' experiences in the classroom, they tend to perceive the teacher as the audience. To explain the concept of audience to advanced ESL students, set up a *real* situation in which a specific audience not only reads but also responds to the written product.

Objective

To address the importance of audience for ESL writers; to produce a written text for a specific audience; to revise the text to meet the needs of a specific audience.

Procedures

Provide each student with three sheets of 8 1/2" x 11" paper.

- Use one sheet to construct a paper airplane.
- Once you have completed your airplane, use the second sheet of paper to write directions to show how you built your planes. Use a step-by-step process. Explain only through words; you may *not* use diagrams.

Have students remove their original planes from their desks. Then ask students to hand their descriptions and the unused sheets of paper to a fellow student. Have students construct the planes from the directions given.

- If you are not told how to get from one step to the next in any part of the construction process, or if there is any part of the directions that is not completely clear, then stop at that point in the construction process.

After fifteen minutes, have each student sit beside the student who followed his or her directions. Ask the first student to present his or her original plane. Then ask the second to present the plane attempted on the basis of the first student's directions. (Usually the second plane is not completed or not like the original.)

Discuss the key failures and successes in writing and reading and following directions. Examine the great detail needed for clear process descriptions, the importance of prepositions, transitions, and location words (*right, left, bottom*).

- Rewrite your directions to solve the problems that your partner encountered in constructing a plane according to your directions.

Assign each student a different partner. As an oral exercise, have the student writers read their directions while their partners attempt to follow the directions point by point.

The assignment is complete when every student has written a set of clear instructions and a corresponding number of paper planes have been correctly constructed.

Comments/Notes:

Personal Observation

As the concept of "audience" crystallizes, students recognize the importance of clear communication. ESL students have difficulty with word endings and "little words," especially prepositions and transitions. Working with a process paper helps focus attention on the need for those little, but highly important, words. Because the intended audience can react only to what the writer has written, the directions must be explicitly clear. Those "little words" significantly clarify writing. Peer readers may be more helpful—and more critical—than any teacher can ever be.

Annotated Bibliography of Related Resources in the ERIC Database

Citations in this bibliography point to additional ideas for teaching limited-English-proficient and learning-disabled students in the English/language arts classroom. The ED numbers for sources in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order materials from the ERIC Document Reproduction Service (EDRS). Contact ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304; (703) 823-0500 or (800) 227-3742, to order and to obtain current prices of hard copies or microfiche of documents available through EDRS.

Bell, Frank E. "Teaching Idioms to Intermediate Students." Summary of a paper presented at the 22nd Conference of the International Association of Teachers of English as a Foreign Language, 1988. 17 pp. [ED 301 050; paper copy not available from EDRS]

The foreign language learner's interest in acquiring a wide range of idiomatic expressions is almost universal. However, it should be satisfied not by encouraging the "collection" of idioms, but in a more organic way, by demonstrating how these expressions arise out of differing human activities or elements in the environment. Lessons should begin with a presentation and general discussion about the part the activity plays in life. The fact that this may vary considerably from country to country can be of special interest. How the different elements in the activity have been transferred into idiom can then be explored. The aim should be to stimulate in the student an alertness to expressions, a gradual growth in familiarity with them, and finally a cautious use.

Clary, Linda Mixon. "How Well Do I Adjust to Differences in Learning Styles When I Teach Reading?" 1989. 8 pp. [ED 310 360]

After examining several definitions of learning styles, this guide helps reading teachers identify the areas in which they need to adapt their practices in adjusting to differences in their students' learning styles. A 34-item Teacher Inventory of Adaptations for Learning Styles in Reading Classes checklist is provided in the guide.

ESL Instruction in the Junior High School: Curricular Guidelines and Suggestions. Edmonton, Alberta: Alberta Dept. of Education, Language Services Branch. 1988. 165 pp. [ED 299 802]

A guide to instruction in English as a second language (ESL) in Alberta's junior high schools describes approaches and techniques to promote the language development of ESL students in all areas of the curriculum. The first section outlines the stages of cross-cultural adaptation and their implications for the classroom teacher. The second section reports on research on the characteristics of language, components of communication, and implications for second language learning. Section Three addresses the particular needs of adolescent ESL students and how these needs may be met, including program options, support programs within the regular classroom, program design, content area teaching, use of paraprofessionals and volunteers, the role of support staff, and peer tutoring. The fourth section looks at assessment, evaluation, and placement techniques and reporting procedures. Instructional approaches and classroom techniques, including the effective use of equipment, are examined in the fifth section, and the final section provides suggestions for selecting resources for language and concept development and gives information on professional development opportunities and resources. Varied and substantial instructional materials and teaching suggestions are appended.

Gonzales, Phillips C.; Grubbs, Melvin H. "Effective Language Arts Programs for Chapter 1 and Migrant Education Students." Sacramento, CA: California State Dept. of Education. 1989. 23 pp. [ED 308 512]

This document describes changes in language arts instruction that are designed to recognize the unique strengths and abilities of Chapter 1 and migrant education students. The document also describes a particular vision of a new language arts program for these students, a program designed to teach to their strengths and provide them with opportunities to succeed. The chapters include: (1) "Changes in Language Arts Instruction"; (2) "The Curriculum in a Literature-Based Program"; (3) "The Language Arts as Tools for Learning"; (4) "The Assessment of Language Arts Processes"; (5) "The Classroom as a Place for Collaborative Learning"; (6) "Role of the Language Arts Teacher"; and (7) "A New Language Arts Program."

Green, Ronni; Slater, Marsha, eds. *The International Approach: Learning English through Content Area Study, Volume 2. Curriculum Materials Developed for Use at the International High School, LaGuardia Community College.* Long Island City, NY: LaGuardia Community College. 1988. 76 pp. [ED 304 016; for volume 1, see ED 297 608]

The content and organization of nine courses taught at LaGuardia Community College's International High School are described by members of the faculty. The courses offer the limited-English-speaking school population an opportunity to learn English intensively through content area instruction. The subjects of the courses described include research and decision-making, world literature, drama, international studies, personal and career development, physics, computer science, fundamentals of mathematics, and student government (for elected representatives of the school government). For each course, the purpose and approach are described, skills to be developed are specified, instructional strategies are delineated, and class activities are suggested. Notes on materials and student evaluation are included, and sample assignments are also appended.

Hermann, Ruth; Singer, Vivian Hermann. "Write Now for the Apple IIc, IIe, and IIgs." Wantagh, NY: Singer Consultants Custom Software, 832 Brent Dr., Wantagh, NY ($40 for the 5.25-inch program diskette and teacher's guide). 1989. 15 pp. [ED 311 888]

Intended for use by teachers, this guide suggests classroom techniques for using "Write Now," an Apple II program with music, motion, and pictures, to facilitate the teaching of manuscript handwriting skills to elementary school students. "Write Now" shows the student how to form curves and lines when writing letters of the alphabet, where the strokes start, the direction of the strokes, and the proper proportion. The program also has enrichment text on the screen that a parent or teacher can read aloud. In addition, all of the letters that the computer writes are large enough for an entire class to see, allowing the teacher to use the software in classroom presentations. Eight clusters of progressive lessons develop all of the upper and lower case letters according to the strokes required to form them. Starting with body geometry, students learn to write by listening to "key" music, following direction signals, and watching each illustrated letter as it is correctly written on the screen. The student may also choose to go in alphabetical order, starting at any letter, to learn pairs of upper and lower case letters or practice either upper case or lower case with sample words corresponding to the illustrations. "Write Now" also allows the student or the teacher to type in original words or groups of letters for the computer to demonstrate on the screen. This program has been used with special education classes, normal kindergarten through second grade classes, and in a literacy program for dyslexic inmates at the Nassau County Correction Center.

Language Arts Grades 8 and 9. Teacher Resource Manual. Integrated Occupational Program. Interim-1989 Curriculum. Edmonton, Alberta: Alberta Dept. of Education. 1989. 281 pp. [ED 311 468]

Developed to assist classroom teachers in implementing the Grades 8 and 9 Integrated Occupational Language Arts program, this teacher resource manual is intended for use as a practical planning and instructional tool and has been designed for a minimum of 150 hours of instruction at each grade level. It contains: further information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed concepts, attitudes, and skills; suggestions for planning and implementing the program; generic strategies designed to develop further facility in communication; suggestions for integrating language arts instruction with essential life skills and other subject areas; and suggestions for using community resources in delivery of the language arts program. The manual's sections are: (1) Introduction; (2) Safe Classroom Environments: Emotional/Physical; (3) Scope and Sequence; (4) Grade 8 Themes; (5) Grade 9 Themes; (6) Strands (including subsections on listening, speaking, reading, writing, and viewing skills); and (7) Skills (including subsections with instructional activities on inquiry, comprehension, following instructions, asking and answering, reporting/making notes, discussing, responding to literature, and developing language mechanics).

"Language Diversity and English Instruction Concept Paper. English Language Arts Concept Paper Number 8." Salem, OR: Oregon State Dept. of Education. 1989. 11 pp. [ED 311 466]

This concept paper is intended to assist educators to understand why American culture has become so diverse, to review certain guiding principles and related research in effective educational practices for language instruction, and to present a number of instructional implications derived from the research. The recommendations for teachers presented in the paper are divided into principles for instruction, for reading, for oral communication, for writing, and for communicating with parents. A 37-item annotated bibliography is attached.

Manarino-Leggett, Priscilla; Salomon, Phyllis A. "Cooperation vs. Competition: Techniques for Keeping Your Classroom Alive but Not Endangered." Paper presented at the 34th Annual Meeting of the International Reading Association, 1989. 13 pp. [ED 311 409]

This paper discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Following a definition of cooperative learning, the paper describes the most widely used cooperative learning methods, including Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. The next section presents a brief review of related research. The final section offers methods and strategies applicable to the reading classroom, including: Cooperative Integrated Reading and Composition (CIRC), dyads, groups of four, think-pair-share, group retellings, turn to your neighbor, reading groups, jigsaw, focus trios, drill partners, reading buddies, worksheet checkmates, homework checkers, test reviewers, composition pairs, board workers, problem solvers, computer groups, book report pairs, writing response groups, skill teachers/concept clarifiers, group reports, summary pairs, elaborating and relating pairs, and playwrights.

Mellor, Elva R. "Teaching Non-English Speakers to Read in English." 1988. 18 pp. [ED 302 054]

Although reading skills transfer from first to second language, there are other considerations when teaching English reading to non-English speakers. Reading is the foundation for future studies and should be taught effectively from the beginning for students to have success in their studies. Good readers in any language have experiences that help build knowledge of their surroundings, language skills that help them communicate and understand what is communicated, self-confidence that motivates them to keep trying and learning, and other essential skills. Teachers need to understand how these skills influence their students' progress in learning to read. It is more important for teachers to know how than when to introduce reading. Checklists designed to develop teachers' understanding of sequential skills development can help teachers plan, teach, evaluate, and assess their students. In addition to academic factors, the teacher must consider other factors affecting learning: environmental, affective, and physical influences, teacher attitude, and possible learning problems. Teachers should identify books, materials, and techniques that promote the learning process. Knowing how to guide students through their learning process will provide both the learner and the teacher with success.

Miller, Leah D.; Perkins, Kyle. "ESL Reading Comprehension Instruction." 1989. 27 pp. [ED 303 779]

Several techniques and strategies for teaching reading comprehension, which have already proved effective in first language reading instruction, may also be used when teaching English as second language. The techniques presented here address the following issues: (1) background knowledge; (2) textual analysis; (3) metacognition and strategy training; (4) academic engagement time and group instruction; (5) reciprocal teaching; and (6) summary writing. Activities for building background knowledge include providing a prereading precis and teaching passage-specific vocabulary. Story grammars and text-mapping activities provide explicit instruction about underlying text structures. Reciprocal teaching is useful in teaching reading comprehension because it places the responsibility for reading comprehension on the student. These are but a few of the strategies that are effective in reading comprehension instruction. Some general guidelines to remember when teaching reading comprehension skills include defining each skill clearly and carefully; providing for interaction so students can pool ideas and experience; and using a model-guided practice-independent/practice-feedback instructional design. The majority of classroom time should be devoted to teaching comprehension skills and the subsequent application of those skills.

Moriya, Yasuyo. "English Speech Rhythm and Its Teaching to Non-Native Speakers." Paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, 1988. 19 pp. [ED 303 033]

English is a stress-timed language which has syllables of a much wider variety of onsets, codas, and combinations than many languages. English also has the widest range of syllable length and quality between stressed and unstressed syllables and a distinctive pattern of intervals between stressed syllables. These characteristics make it difficult for speakers of a syllable-timed language such as Japanese to assimilate English speech rhythm. Certain phonological devices establish and maintain English rhythmic regularity and the rhythmic expectation among English speakers. Use of visual aids in which English stress is presented like musical notes illustrates graphically to Japanese speakers how English and Japanese rhythms differ, and is particularly appealing to this group because of the high quality of music education in Japan. Having students whisper English words in chorus also assists in teaching syllabification and pronunciation, and demonstrates that loudness is irrelevant to stress. Establishing this kind of sensitivity to timing and rhythm in non-native speakers is important in increasing the intelligibility to Japanese students of English as spoken by native speakers.

Pierce, Lorraine Valdez, comp. "Facilitating Transition to the Mainstream: Sheltered English Vocabulary Development. Program Information Guide Series Number 6." Wheaton, MD: National Clearinghouse for Bilingual Education. 1988. 20 pp. [ED 299 826]

Adapted from a curriculum guide prepared by the Hartford, Connecticut Bilingual Program's Vocabulary Development Committee, this guide to vocabulary development in sheltered English offers practical ideas for content area instruction to limited-English-speaking students in the language classroom, with the objective of facilitating transition from the English-as-a-second-language or bilingual classroom to English-only, mainstream instruction. The approach is based on research in first and second language development and the interaction of this research with school achievement. The guide provides background information on the concept and practice of sheltered instruction, vocabulary development through concepts, and the teacher's role in sheltered English. Two units on lesson planning follow, with lesson activities that illustrate these principles. The first, a science unit on the moon and gravity, provides information for the teacher on the role of sheltered English in science instruction, outlines components of a sheltered English lesson, suggests steps in developing and teaching a lesson, and contains a lesson outline based on these principles. The second focuses on commonalities in the organizational structure of social studies and science. It outlines steps in producing a unit integrating teaching on the cell and teaching about government and discusses the identification of common elements in the seemingly disparate subjects. A lesson outline for using this topic with eighth graders is provided.

Pierce, Lorraine Valdez, comp. "Using Computer Concepts as Problem-Solving Tools in the Language Classroom. From a Curriculum Guide Prepared by Georgia State University Department of Early Childhood Education. Program Information Guide Series Number 5." Wheaton, MD: National Clearinghouse for Bilingual Education. 1988. 27 pp. [ED 299 817]

The guide provides teachers of limited-English-proficient students in grades 4-6 with a communicative teaching unit integrating language, math, and computer skills. A model for integrating other content areas with English as a second language contains nine classroom activities, beginning with games that introduce and reinforce math vocabulary and problem-solving strategies and ending with hands-on practice at the computer. Lessons progress gradually from a review of math concepts to classification and categorization of number sets, organizing data to form a database, using the database to organize and manipulate specific lists of numbers, application of the database to problem-solving, and designing and searching a database. In all activities, the teacher introduces the concepts to the whole class and then reinforces and extends them in small groups, in a learning center, and in homework assignments. Specific objectives for each activity are listed. Each activity includes recommendations for grouping and teacher role, a list of materials needed, detailed procedures, suggestions for evaluation, and possible extensions of the activity. Two glossaries, one of mathematical terms and one of database terms, are appended. Suggested references and classroom resources are also noted.

Ramsey, Cynthia; Lopez, Trinidad, eds. *ESL: The Whole Person Approach.* Albuquerque, NM: National Inst. for Multicultural Education. 1989. 151 pp. [ED 311 738; paper copy not available from EDRS. Available from WEAA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.]

This guide provides a model for training teachers of limited-English-proficient (LEP) students of Hispanic origins to eliminate sex bias in English-as-a-Second-Language (ESL) materials and teaching approaches. Although the guide aims primarily at the educational and personal empowerment of LEP Hispanic girls, it is also intended to assist in removing sex bias from the bilingual multicultural curricula in which ESL is taught to both female and male Hispanic students. The guide may also be used as a model for developing materials and activities suitable for use with other racial, ethnic, or linguistic groups. An introductory section describes the purpose, goals and objectives, target population, and defines ESL. Part 1 consists of three essays on multicultural education, a humanistic approach to language teaching for sex equity, and feminism in this cultural context (Chicana feminism). The second part outlines two workshops. The first workshop provides an orientation to the component parts of the Whole Person Approach to ESL teacher training, and includes 12 related activities. The second workshop familiarizes participants with criteria for the Whole Person Approach to ESL, and includes four activities. A list of United States publishers of Hispanic books and a brief supplementary bibliography are appended.

Reyhner, Jon, ed. *Teaching the Indian Child. A Bilingual/Multicultural Approach. 2nd Edition.* Billings, MT: Eastern Montana College, School of Education. 1988. 331 pp. [ED 301 372; for earlier edition, see ED 283 628]

This collection of 20 essays by 21 authors presents teaching methods and resource material promoting productive school experiences for American Indian students. The chapters are organized into five sections. The opening chapter of Section 1 emphasizes that teachers must understand and respect the cultures and backgrounds

of their students, an attitude essential to a bilingual and multicultural approach to Indian education. Other chapters in this section (1) outline the historical background of Indian education; (2) discuss tribal language policies and the ingredients of a successful bilingual program; and (3) examine multicultural education goals and the value of cultural relativism for minimizing ethnocentrism and eliminating racism. Section 2 (1) describes the stages of oral language development and the role of the first language in second language development; (2) provides practical suggestions for teaching English as a second language; (3) discusses necessary elements for reading comprehension; and (4) presents a whole-language approach to language arts. A section on teaching Indian literature discusses the inadequacies of basal reading textbooks, examines the use of storytelling in the classroom, provides a motif bibliography, and lists sources of culturally appropriate books for different grade levels. Section 4 makes specific suggestions for teaching social studies, science, mathematics, and physical education to Indian students. The final section discusses the parents' role as first teachers, a positive working relationship between parents and teachers, theories concerning self-efficacy, and means to empower Indian students.

Scarino, Angela; Vale, David. "An Activities-Based Languages Curriculum: The ALL Model." 1988. 13 pp. [ED 303 029]

The Australian Language Levels (ALL) curriculum is being developed as a learner-centered, activities-based approach to second language instruction at all levels. It is activities-based in that learners use the target language in specific activities for specific purposes. Each activity integrates content with process or method, and activities are planned to relate directly to program goals and objectives. A table of language use has been developed to help teachers categorize language use through activity types for syllabus planning. Five broad goals of language learning are targeted: communication, sociocultural understanding, helping students learn how to learn, language and cultural awareness, and general knowledge. Each of these broad goals is translated into a series of specific goals. Syllabuses and curriculum materials based on the ALL model are being developed in Australia in a range of languages. Each syllabus is comprised of modules containing specific goals, general objectives, and suggested activities. The modules are organized either around a theme or topic, or around a skill, genre, text, or specific project. Each syllabus also contains a checklist of content to guide teachers in planning units. A series of questions is provided to stimulate teacher awareness of what communicative teaching is.

Short, Deborah J.; and others. *How to Integrate Language and Content Instruction: A Training Manual. CLEAR Educational Report Series.* Los Angeles, CA: University of California, Center for Language Education and Research. 1989. 59 pp. [ED 305 824]

The manual is designed to help educators effectively integrate language and content instruction in teaching students who are learning through a language other than their native tongue. The manual is targeted at teachers, administrators, and teacher trainers involved in English-as-a-Second-Language or bilingual instruction and content-area instruction for limited-English-proficient students. The manual presents a whole educational approach to be used in elementary and secondary classrooms by both content-area and language teachers, and emphasizes collaboration between those two disciplines. In this approach, curriculum integration takes two general forms: (1) content material is incorporated into language classes, and (2) accommodation is made for students' limited English proficiency in content classes. The guide provides information on the approach and its rationale, on specific strategies for integrating language and content instruction, and on specific techniques for adapting materials and for developing lesson plans. The guide also discusses key issues in implementation and outlines three major models for implementation: sheltered classes, integrated curricula, and the whole-school approach. A final section presents the agendas for four staff development workshops of varying lengths and focuses. Appended materials include subject-specific instructional strategy outlines, sample material adaptations and lesson plans, a list of further reading, and a glossary.

Steckbeck, Pamela Meza. *Sequencing Stories in Spanish and English.* Tucson, AZ: Communication Skill Builders, Inc. 1988. 93 pp. [ED 303 032]

The guide was designed for speech pathologists, bilingual teachers, and specialists in English as a second language who work with Spanish-speaking children. The guide contains twenty illustrated stories that facilitate the learning of auditory sequencing, auditory and visual memory, receptive and expressive vocabulary, and expressive language skills. Each story includes four illustrations, a vocabulary list, five simple questions, and conjugations of several verbs. The stories and vocabulary are given in both Spanish and English that is appropriate for children, with Spanish and English captions accompanying the illustrations for concise and consistent presentation. A recording form for keeping student records is also included. An introductory section gives guidelines and suggestions for classroom use of the stories. Story topics include calling Grandmother, painting the fence, a dog and his bone, washing one's face, making flour tortillas, a birthday party, flying a kite, going fishing, swimming, walking in the rain, the snowman, playing the guitar, selling popcorn, the pinata, new glasses, a haircut, a valentine gift, painting Easter eggs, carving a pumpkin, and buying a Christmas tree.

Stoller, Fredericka. "Films and Videotapes in the ESL/EFL Classroom." Paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, 1988. 25 pp. [ED 299 835]

Commercially produced films and videotapes are recommended as effective tools for developing speaking, listening, and writing skills in English as a second language. It is suggested that their use with content-area instruction, where films and videotapes provide relevant schema background, makes language relevant and comprehensible. Practical aspects of classroom instruction are discussed, focusing on the adaptation of pre-viewing, viewing, and post-viewing activities to the selected film or tape, student needs, and instructional objectives. It is concluded that careful film or video selection, purposeful lesson planning, and the integration of pre-viewing, viewing, and post-viewing activities into the content-based lesson encourage natural language use and language skill development.

Villamil, Olga; Carrasquillo, Angela. "Assessing Writing in the ESL Classroom." 1988. 14 pp. [ED 301 032]

A discussion of the evaluation of writing in English as a second language looks at conflicting approaches and viewpoints in the literature and suggests strategies for classroom evaluation. Conflicts are found in the literature concerning the importance of writing evaluation, the types of assessment to be used, and procedures for scoring writing samples. It is suggested that teachers should (1) have knowledge about both composition and second language learning; (2) change the focus in writing assessment from measurement to evaluation, i.e., from product to process; (3) know the students and their cognitive and linguistic needs; (4) emphasize communicative competence; (5) create a classroom environment in which students are willing to communicate ideas and accept feedback; (6) monitor students' writing appropriately, using methods that allow for individual development but provide adequate feedback; and (7) help students to monitor their own work.

Zarrillo, James. "Literature-Centered Reading and Language Minority Students." Paper prepared for the Institute on Literacy and Learning Language Minority Project, University of California, 1987. 29 pp. [ED 299 541]

This paper argues that literature-centered reading programs, based on the perspective that reading is the process of bringing meaning to print, are in the best interest of the language minority students in the nation's elementary schools. After a review of basal reading systems and language-centered reading programs, the paper describes the problems faced by language minority students and limited English proficient (LEP) students in traditional reading programs. Several case studies are presented in the development of second language literacy. The paper concludes with a model of a literature-centered reading program for language minority students which is built on the premises that reading and writing are processes acquired through use; that the ability to read and write competently in two languages is of value; and that elementary school children of the same chronological age differ widely in their interests and abilities. The model advocated in the paper has three phases: (1) core book units, in which students are provided with a thorough experience with one book; (2) literature units, to allow students to learn about literary genres, themes, and selected authors; and (3) individualized reading and writing, in which students select the books to read and the genres and topics about which they wish to write. The paper also discusses the Language Experience Approach and the use of predictable books and stories, and two special intervention programs for beginning readers, whether bilingual or monolingual.